

Sample Items

Grade 3 Mathematics

Texas Essential Knowledge and Skills

Question 1

Grade	3	Subject	Mathematics	Question	1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	name common shapes (Pre-K)				

Question 2

Grade	3	Subject	Mathematics	Question	2
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	name common shapes (Pre-K)				

Question 3

Grade	3	Subject	Mathematics	Question	3
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles (K)				

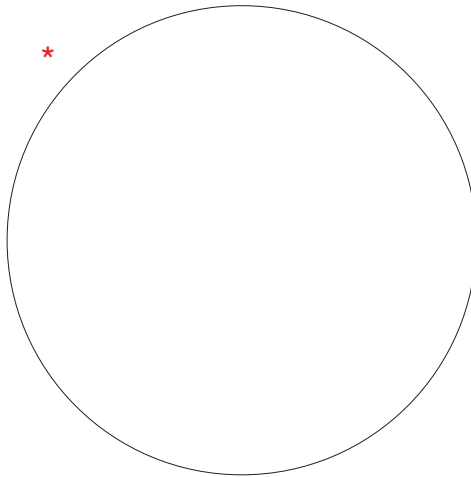
Question 4

Grade	3	Subject	Mathematics	Question	4
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
Knowledge and Skill Statement 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.				
Essence Statement	Uses attributes to identify geometric figures.				
Prerequisite Skill	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language (1)				

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the circle. *Communicate:* **This is a circle.**
- *Direct* the student to the outline of the circle.
- *Communicate:* **Find the circle.**

Stimulus 1

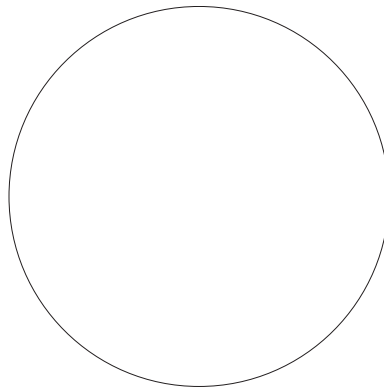


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the circle,	➡	mark A for question 1 and move to question 2.
If the student does not find the circle,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the circle,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	➡	mark C for question 1 and move to question 2.

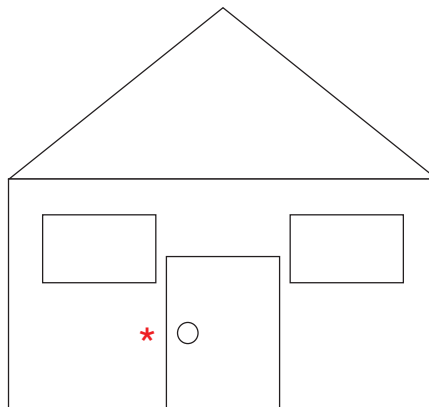
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to the circle in Stimulus 2a. *Communicate*: **This is a circle.**
- *Direct* the student to the house in Stimulus 2b without naming the shapes on the house.
- *Communicate*: **This is a house made of shapes.**
- *Communicate*: **Find the circle on the house.**

Stimulus 2a



Stimulus 2b



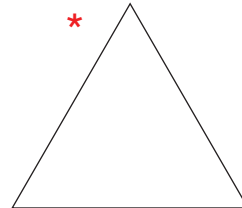
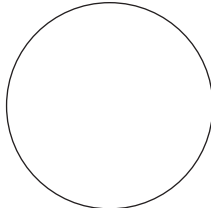
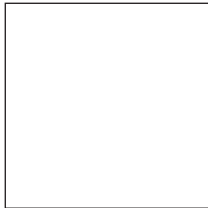
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the circle on the house in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the circle on the house in Stimulus 2b,	➡	<ul style="list-style-type: none">• model the desired student action by finding the circle in Stimulus 2b and <i>communicate</i> “Here is the circle on the house”; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds the circle on the house in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle on the house in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3.
- *Direct* the student to each shape.
- *Communicate*: **Square. Circle. Triangle.**
- *Communicate*: **Find the shape that has three sides.**

Stimulus 3



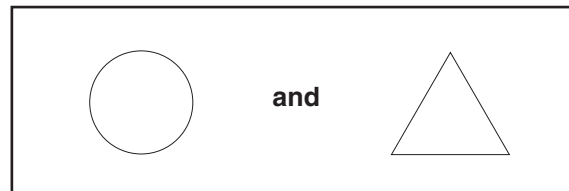
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the triangle,	➡	mark A for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student identify the number of sides each shape has. OR• Trace the outline of each shape. OR• Highlight the outline of each shape. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	mark C for question 3 and move to question 4.

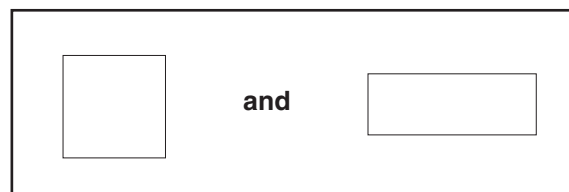
Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Direct* the student to each answer choice.
- *Communicate*: **Find the two shapes that have the same number of sides.**

Stimulus 4



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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the square and the rectangle,	➡	mark A for question 4.
If the student does not find the square and the rectangle,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the square and the rectangle,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find the square and the rectangle,	➡	mark C for question 4.